



Coláiste Phobal Ros Cré

Special Educational Needs Policy

Colaiste Phobal Ros Cré -

Mainstream School – Mixed Ability Classes

This policy is rooted in the mission statement and in the aims of the school. In so doing, we wish to nurture in a caring school environment the educational and spiritual needs of our students, thereby producing mature, respectful, motivated and responsible people enabling them to live full and meaningful lives.

The mission statement of Coláiste Phobal Ros Cré

In active partnership with the whole community, Coláiste Phobal Ros Cré is committed to:

- Recognising the worth of each individual
- Educating our student in a caring environment
- Promoting our cultural heritage
- Preparing the student for a meaningful and spiritual life
- Contributing to the life of the community

The SEN policy and procedures are evolving and are being developed while aspiring to the following key underlying principles:

1. Ownership by the whole school
2. Embedded in whole school planning
3. Inclusion for all
4. Evidence Based approach
5. Staged intervention approach

Aims

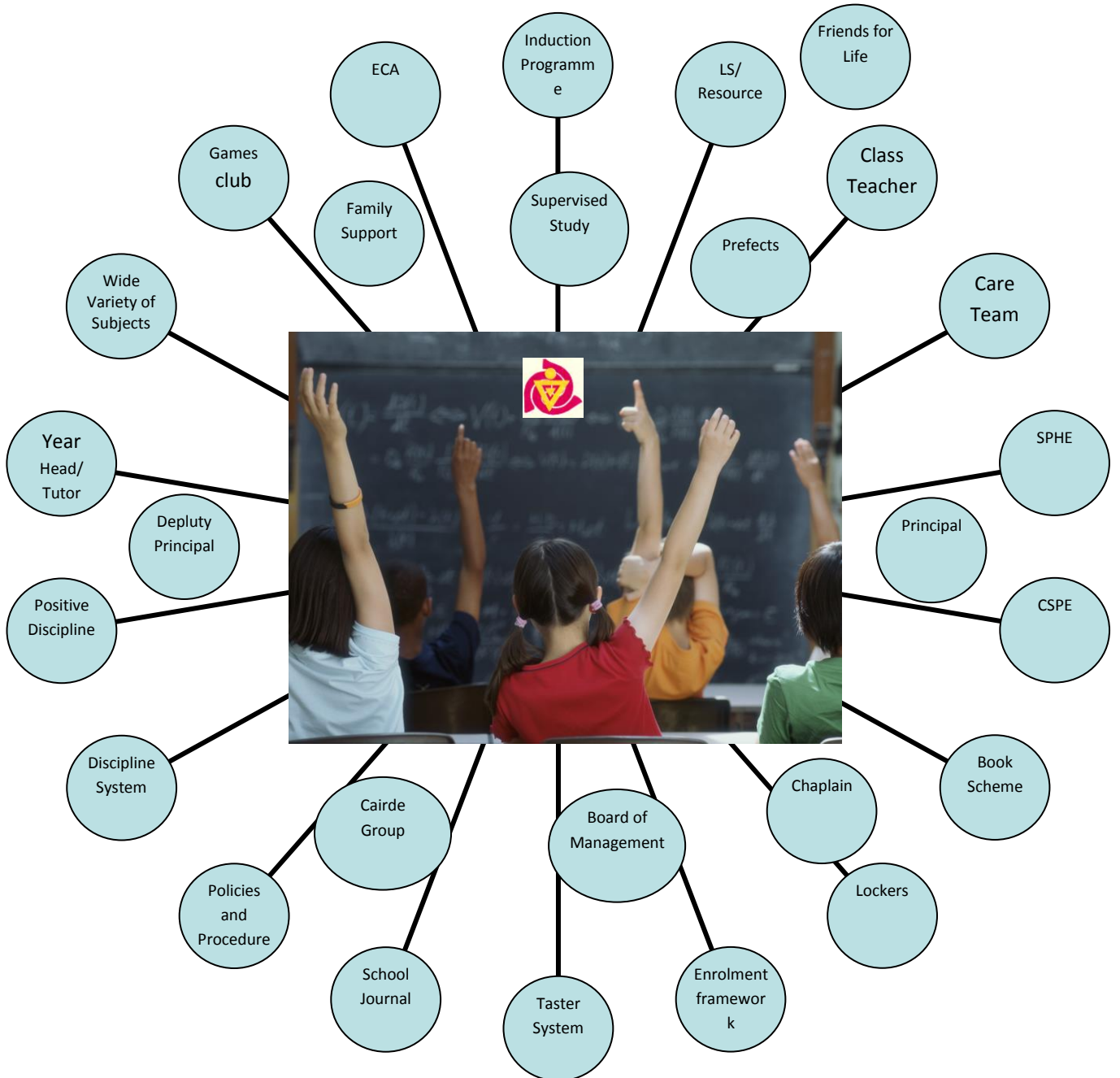
- To seek to enable all students participate in the curriculum
- To seek to develop positive self-esteem and positive attitudes towards school and learning
- To work towards assisting students to take control of their learning and become independent learners;
- To provide supplementary teaching and additional support and resources for students
- To involve parents in supporting their children's learning
- To promote collaboration among staff in assisting students participate fully in the curriculum
- To seek to identify students that are finding school challenging and endeavour to support them in these challenges

Objectives

The objectives of our school's SEN policy are to:

- To improve learning of students with SEN;
- To enhance their basic skills and learning strategies to a level which enables these students to participate in the full curriculum, or to, as great an extent as is possible in the circumstances taking into account medical, psychological, NEPS and SENO advice.
- To help achieve an adequate level of competency in literacy and mathematics by SEN students before they leave secondary education;
- To develop and help apply independent learning strategies with SEN pupils resulting in commitment to and involvement in their own learning, positive attitudes to school and high levels of self esteem;
- To develop and encourage partnership between management, class teachers, learning-support teachers and parents in planning and implementing supplementary teaching programmes for these pupil.
- To implement a tracking system at whole-school level to monitor the progress of these pupils.

All students are supported and benefit from a variety of supports. Every effort is made to ensure that the needs of students are met. All Students are provided with scaffolding through a variety of built in supports. The majority of students will progress through school without the need for extra help or assistance.



Accessing Extra Supports for Students

What extra supports are available for students and where can Coláiste Phobal apply for them

- NEPS Assessments
- Resource Teaching Hours – application to Special Education Needs Organiser, NCSE
- SNA Support to cater for significant care needs - application to Special Education Needs Organiser, NCSE
- Assistive Technology - application to Special Education Needs Organiser, NCSE
- Reasonable accommodation in State Examinations – State Examinations Commission
- Referral to Service e.g. speech and language etc.
- Educational Welfare Officer

Models of SEN Support

- Team Teaching/Inclass Support
- Small Group Withdrawal
- Individual Withdrawal
- Guidance

Record Keeping

- Copy of professional reports are held in the SEN office in locked filing cabinet
- Copy of Relevant document are held by the Irish Exemption Coordinator
- Copy of Relevant documents are held by the Reasonable Accommodations Examinations Coordinator
- Copies of Professional Reports request by members of the SEN team are held in locked filing cabinets in resource rooms
- Files of student who receive support through withdrawal are stored in the resource room. Where a student is receiving support from more than 1 teacher, then a lead teacher has been identified and they hold the folder in their room. All folders are returned to a central location at the end of the academic year ready to be picked up at the start of the New Year. It was agreed at team meetings, September 2016, to try and standardise documentation used for this purpose. *It was agreed to utilise a Student Support File Form designed by NEPS for this purpose commencing September 2016. Copy available in the document templates folder on one drive. Complete and Include NEPS document – My Thoughts about School Checklist and SESS document – Student Target and Target Setting. (included in document template folder)*
- In Class/Team Teaching – From September 2016 it was agreed that support teacher would utilise a diary to record day to day observations and intervention during classes. It was felt that the existing in class monitoring tool would also be kept (copy in folder). For Students requiring more close monitoring within the class setting a more detailed profile is kept in this folder. The Student Support File Form was to be started in this instance. This folder is held by the support teacher and is returned to a central location at the end of the academic year.

Roles and Responsibilities of Stakeholders

The Student

- Be involved in the planning process eg I do not want to be withdrawn from class, I find it hard to do my homework
- Utilise the school structures to communicate any concerns and suggestions to school staff regarding their learning needs
- Provide information about his/her own learning, talents, abilities, skills, areas of interest, likes, dislikes, subject preferences, learning style
- Assist in setting goal and targets
- Strive to achieve those goal and targets
- Work with all staff in a positive way
- Strive to participate in a wide range of cross curricular school activities eg sports, drama, student council, music
- In collaboration with teachers, identify suitable enrichment opportunities for exceptionally able students (eg young scientist competitions, maths Olympiad)

The Principal

- has overall responsibility for school development and school planning
- may delegate specific functions to staff members
- liaises with LS/resource teachers in relation to students with SEN
- liaises with Year Heads in relation to students with SEN
- liaises with SEN Coordinator in relation to students with SEN
- meets with parent of students with SEN
- liaises with SNAs in relation to students with SEN
- liaised with external agencies in relation to students with SEN
- liaises with primary feeder school in relation to students with SEN
- works with the SENO, NEPS Psychologists or other relevant external agencies
- ensures that procedures exist which ensure to smooth transfer of student with SEN to Coláiste Phobal Ros Cré
- oversee the implementation of a whole school assessment and screening programme to identify pupils with very low achievement so that these pupils can be provided with the support they need.

Class/Subject Teachers

- Class/Subject teachers have the primary responsibility for teaching all students, including students with SEN
- Accept that everyone learns differently and recognise each students learning potential and style
- Utilise the information they receive through various avenues re students with SEN to inform their teaching
- Information is disseminated in various ways –tutor/year head meetings, examination of page 7 and 8 of application form, VsWare, LS/Resource teacher, distribution of report extract with parental permission, presentations at staff meetings, Guidance Counsellor
- If a Class/Subject teacher has a concern then they should talk to the year head or SEN Coordinator
- If a Class/subject teacher has a concern and would like extra information then they should make contact with the tutor, the year head, the SEN coordinator, LS/Resource Teacher
- Work with the SNA to support the care needs of the student in their classroom
- Work with the in-class support/team teacher and utilise their expertise to support inclusion of student with SEN
- Liaise with the LS/Resource teacher who works with students to seek advice and request assistance
- Students with special education needs are integrated into regular class as much as is possible. In some instances and where resources allow a modified curriculum may be necessary.
- Promote positive self-esteem by giving genuine praise whenever possible and promote activities that yield success

Guidance Counsellor

- The input that the guidance counsellor has with a student with SEN varies from student to student depending on personal circumstances
- Provide Counselling in personal, educational and career matters
- Be avail to meet students with SEN
- Provide guidance to student with SEN on curriculum matters eg subject choices
- Provide guidance to parents of student with SEN on curriculum matters eg curriculum reduction
- Provide information to parents of students with SEN and Student themselves about the implications of taking certain options eg Irish Exemption, foundation maths, different programmes
- Provide Support to Student with SEN
- Organise the Entrance test with the support and assistance of the SEN team
- Assist Students and their parents with the DARE application process
- Take part in Transition Meetings

Year Head

- Liaise with SEN coordinator re student in their year group
- With the SEN Coordinator meet with parents to establish an overview
- Implement behaviour support programmes agreed upon at such meetings

- Distribute information agreed upon at such meetings to staff
- Information gathered here should inform decision making in pastoral and discipline matters
- Assist with the completion of forms received from external agencies
- Liaise with LS/Resource of students with SEN
- Feedback information to SEN Coordinator re agency engagement, discipline matters, trauma, curriculum difficulties
- Feedback information re students with emerging needs
- Monitor academic progress of class grouping through for example Christmas Test Results, Summer Test Results
- Monitor behaviour through for example VsWare, referral forms, suspensions, detentions
- Monitor attendance
- Survey teachers of identified students to assess current level of need

Special Needs Organiser

- Be available to meet with parents of students with SEN
- Follow Up on information provided on Enrolment forms
- Meet with parents of students that have identified SEN as a concern on their enrolment form
- Follow up documentation required to make application to NCSE
- Liaise with external agencies eg NEPS, Speech and Language Therapists, Occupational Therapy, CAMHS, NEWB, VTHI, VTVI, Occupational Guidance Counsellor, third level institutions requiring details of past pupils, family support workers, social workers
- Make the application to NCSE for additional support – additional teaching hours, SNA support, Assistive Technology
- Organise transition meetings
- Attend Enrolment Night
- Assist the Guidance Counsellor with the preparation and completion for the Entrance Test
- Coordinate the Group Reading Test in September
- Analyse Test Data that will assist in the delivery of resources
- Assist the principal to organise the timetable for SEN students
- Assist the principal to organise the timetable of SNA
- Liaising with mainstream teaching staff
- Liaising with resource and learning support teachers
- Liaise with Year Head
- Liaise with the Irish Exemption coordinator
- Liaise with the Reasonable Accommodation in State Examinations Coordinator
- Liaise with the Exam Secretary
- Provide reports and test results to Learning support and Resource Teachers on request
- Meet with the principal to discuss SEN matters
- Liaise with the Guidance Counsellor
- Facilitate the distribution and collection of Student folder at the beginning and the end of the year
- Meet with the NEPS psychologists
- Facilitate the arrangement of psychological and or other assessment as appropriate
- Liaise closely with the school care team
- Work with book companies to access daisy books for students using assistive technology
- Liaise with the NCBI to access enlarged print books for students with a visual impairment
- Suggest and organise guest speakers for staff days
- Attend meeting as deemed necessary by the principal
- Organised meeting where internal staff, parent and external agencies come together to discuss issues surround a student
- Provide a link between parents and school staff

Special Needs Assistants:

The duties of the SNA carried out according to the guidelines for Special Needs Assistants from the Department of Education and Skills and under the direction of the principal/class teachers, the SNA will meet the care needs of the SEN pupils to which they have been assigned. (Circular 0030/2014)

- To provide care assistance to named students who have special educational needs. They make a valuable contribution to the school's capacity to provide inclusive education to these students.
- To be made aware of the SEN plan, devised by the Special Needs Support Team, and given guidance on their role in the successful implementation of this plan.
- To recognise their role in the health and safety of the student and in their social, emotional and educational development, without developing a culture of dependency.
- Attending both Staff and Departmental meetings when appropriate.
- Assisting / escorting students on school trips.
- Giving special assistance as necessary for students with particular difficulties e.g. helping students with SEN with typing, writing or other use of equipment etc.
- Assisting with clothing, feeding, toileting and hygiene, being mindful of health and safety needs of the student as necessary when required to meet the specific needs of students.
- Assisting with RACE during house examinations (if appropriate).
- Assisting the teacher in the supervision of pupils during assembly, recreation and in movement from one classroom to another.
- Accompanying individual or small groups who may be withdrawn temporarily from the classroom. **An SNA should not be asked to withdraw a student from a classroom unless this is a strategy that has been agreed by the SEN department and Principal, where teachers and parents will have been informed.**
- Give general assistance to the subject teacher, under the direction of the Principal/Deputy Principal, of a non- teaching nature. **The SNA may not act as either substitute or temporary teachers. In no circumstances may they be left in sole charge of a class.**
- Participation with school development planning in Special Educational Needs, where appropriate, and co-operation with any such changes with policies and practices arising from the school development process.
- Engagement with parents of students with SEN as required and directed by school management.
- Other appropriate duties as may be determined by the needs of the pupils and the school.
- The SNA may be re-assigned to other appropriate work when special needs students are absent or when particularly urgent work demands arise.
- To treat all matters relating to school business and their work, as strictly confidential

Board of Management

Post Primary Guidelines p.65

The Board of Management has an important role in developing, supporting and monitoring school policy on learning support and special needs. The Board of Management should:

- Oversee the development, implementation and review of school policy on special needs services in general
- Ensure that adequate classroom accommodation and teaching resources are provided for the learning support teacher
- Provide a secure facility for storage of records relating to pupils in receipt of special needs and learning support services
- Ensure that reasonable accommodation is provided for learning and for state examinations

Parents

Parents play a vital role during the transfer from Primary to Post Primary

Parents have a dual function:

- In supporting the school and
- In communicating with the school.

Supporting the School

The role of the parent is to:

- Be involved in creating a positive attitude towards school
- Be involved with individual educational planning by participating with students in activities such as language, maths and literacy
- Liaise with the school to gain knowledge on how to support the students with learning difficulties e.g. best methodologies to adapt when supporting students

Communicating with the School

The role of the parent is to:

- Complete the enrolment form fully
- Provide relevant and necessary information
- Provide a copy of professional reports eg speech and language report, Educational Assessment, Irish Exemption Certificate
- Facilitate the transfer of information from the primary
- Keep the school informed of the external agency interventions
- Keep the school informed of any difficulties the child may be experiencing eg homework, anxiety
- Meet with the SEN Coordinator to discuss the nature of the SEN and a strategy for the transition programme
- Assist with the preparation of application to NCSE for additional supports
- Inform the school of any learning difficulties observed at home
- Provide permission for inclusion in Learning Support programme
- Attend meeting at the school with staff involved in supporting the student eg year head, SEN coordinator, resource teacher, ls/teacher
- Maintain regular contact with school through the journal, parent teacher meetings, personal contact and through any other information sessions organised by the school e.g.
 - Transition meetings at enrolment
 - Talks organised by the school

Resource Teacher

Learning Support through the following Structures:

1 Withdrawal – small group/1:1

- Assessing and recording student's needs
- Gather information – (see section evidence based approach)
- Setting Specific Targets
- Link with other LS/Resource Teachers
- Link with Main Stream Teachers eg survey teachers, talk to them for feedback etc
- Liaise with parents e.g. parent teacher meetings, meetings/information gathering, provide feedback
- Meeting with external agency representatives eg VTVI, VTHI, SENO, NEPS
- Devise programmes to meet specific targets
- Provide interventions/a programme
- Review
- Create a profile of the student (*profile included*)
- Administer tests, both formal and informal, to ascertain/establish ability levels and provide reports on student's progress
- Link with RACE coordinator
- Link with SEN coordinator
- Link with Tutor/Year Head
- Attend Transition Meeting
- Link with the SNA
- Maintain up to date records and store them securely in resource room. At the end of the year return such record to central area, ready for distribution in the next academic year.

Resource Teacher – Learning Support through -**2 In-Class Support – Team Teaching**Team Teaching\In-Class Support –Observations - where are the concern coming from?

In comparison with his/her peers, how do the following compare

Where are our concerns coming from:	
• Punctuality	
• Uniform	
• Organisation Skills	
• Has all the books and necessary equipment in class	
• Arrives to class without the necessary books and equipment	
• Settles and gets set up for class easily	
• Carries <u>all</u> his books and Equipment to Class	
• Writes homework in the homework journal	
• Completes Homework	
• Attempts Homework	
• Makes no attempt at homework	
• Records/Does not record homework in journal	
• Overall presentation of work	
• Handwriting – legibility of hand writing	
• Pace of handwriting	
• Ability to take work from the board	
• Paced at which work is taken from the Board	
• Accuracy of work taken from the board	
• Ability to process instructions	
• Needs instructions to be repeated	
• Needs instructions to be broken down into smaller steps	
• Interpretation of instructions	
• Spelling	
• Willingness to accept help	

• Willingness to ask for help	
• Regularly complains of feeling unwell	
• Makes frequent excuses to leave the classroom	
• Absent a lot	
• Frequently goes home early	
• Finds it hard to comply with the schools code of behaviour	
• Reacts well to praise	
• Ability to stay on task	
• Ability to take turn	
• Makes contributions orally to class	
• Completes tests	
• Performance in tests	
• Tries hard	
• Tries his/her best	
• Improvement in work	
• Disimprovement in work	
• Improvement in behaviour	
• Disimprovement in behaviour	
• Recurring issues	
• Recurring triggers	
• Identified Learning style	
• Known factors that may be influencing performance eg separation, bereavement, unemployment, health issues, family issues	
• Identify areas of strength	
• Attitude to work	
• Is making/not making a genuine effort	
• Value placed on learning	
• Anxious /overly concerned	
• Concentration/focus	

An abbreviated checklist is carried by the Inclass Support and used to aid the ongoing monitoring of pupils with the class teacher.

What can support teacher do?

- Observe and gather information e.g. check list, journal, homework, classwork, attendance record
- Reference formal test results available for example CAT/NGRT/WRAT4/WIAT 3– is student performance in line with expectation – familiarise yourself with CAT results and student that require monitoring. Assist in the overall screening of incoming first years in literacy and numeracy skills.
- Focus on areas of Concern. Set targets and employ strategies to reach those targets
- Talk to Student
 - Seek to establish concerns
 - Seek to address concerns
- Share concerns with class teacher
 - Differentiation
 - Homework differentiation
 - Target student more directly with in class support – calling to task, checking homework, repeating instructions given, making sure homework is written in journal, reinforcing work of class teacher
 - Communicate with parent via VsWare
 - Seating Position
 - Apply appropriate rewards, awards and sanctions
 - If receiving resource teaching in small group or 1 to 1 situation link with LS/resource teacher
 - Check enrolment form
 - Check VsWare
- Share concerns with class tutor

- Share concerns with Yearhead and SEN Co-ordinator
 - Is there Additional relevant information
 - Discuss concerns
 - Check re medical information, eye sight, hearing
 - Suggest and carry out extra tests – WRAT, WIAT, writing samples etc
- The Yearhead/SEN Coordinator may
 - Gather information from cross section of teachers
 - Meet with parent to discuss concerns and get a broader picture
 - Ask Guidance Counsellor to meet with student
 - Suggest a meeting with a member of the school care team to parent and student
 - Consider behavioural support option
 - Link with agencies already engaged with
 - Consider for educational assessment
 - Consider for NEPS involvement
- Maintain records in the class folder with a more detailed profile for those students considered a priority.

Evidenced Based approached

Personal Information held about individual need to be managed correctly. It is important that this information is handled appropriately.

What Student Information may be available in Coláiste Phobal Ros Cré?

First Year Students

Sources of Information

- Enrolment form
- Parental contact with school personnel
- Enrolment Night Information
- Meetings with parents
- Reports from professionals eg Educational Assessments, Speech and Language Assessments,
- Primary School Visitation Information
- Transition Meetings
- Primary School Reports
- Entrance Test Results eg CAT
- External Agency Contacts eg CAMHS, NTCS, VTHI, VTVI

As Students progress through the system other sources of information become available for consideration

- GRT
- Subject Test Results
- End of Term Examination Reports
- Standardised Tests
- Observations
- Checklists
- Journal Entries
- Referral Forms
- Student Input/view
- Parent Input/view
- Care Team
- External Agencies
- LS/resource Team
- Detention Book
- Suspension Book
- Class Teacher

- Care Team Members
- Year Head
- SEN Coordinator

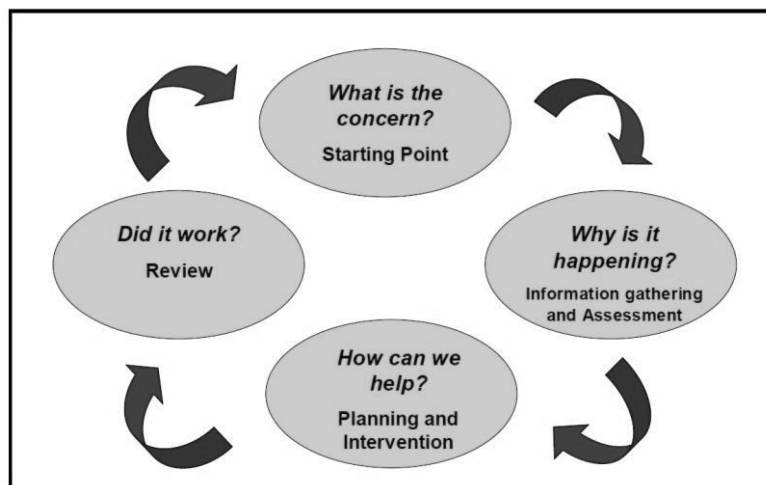
Identifying Pupils with Additional Needs in line with New Allocation Model 2017

Continuum of Support

We use the Continuum of Support Framework set out by the Department of Education to identify and support children with additional needs. Like this framework, we recognise that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their identified additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress.

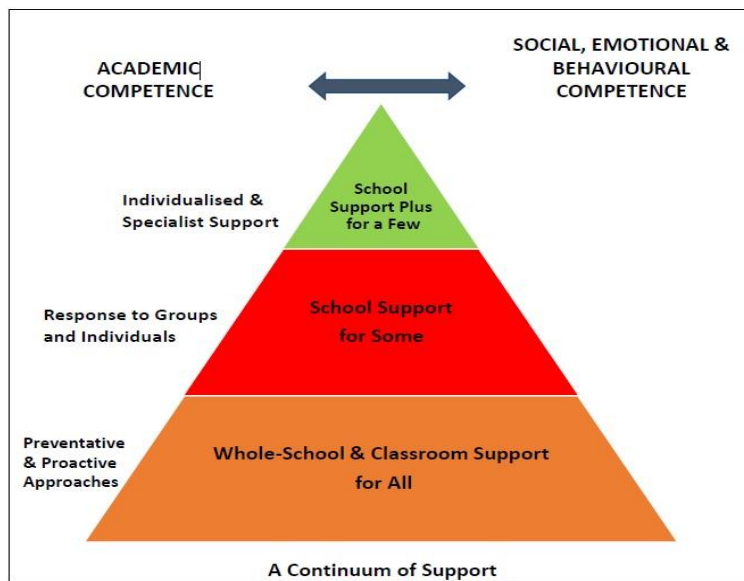
The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils.

This problem-solving process is illustrated as follows:



Identification of educational needs is central to our policy and the new allocation model. By using the Continuum of Support framework, we can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. This, in turn, allows us to identify and respond to needs in a flexible way.

The Continuum of Support suggests the following levels of support:



STAGE 1 CLASSROOM SUPPORT

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are **additional to or different** from those required by other pupils in their class. Problem-solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher, Year Head and parents discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs.

STAGE 2 SCHOOL SUPPORT

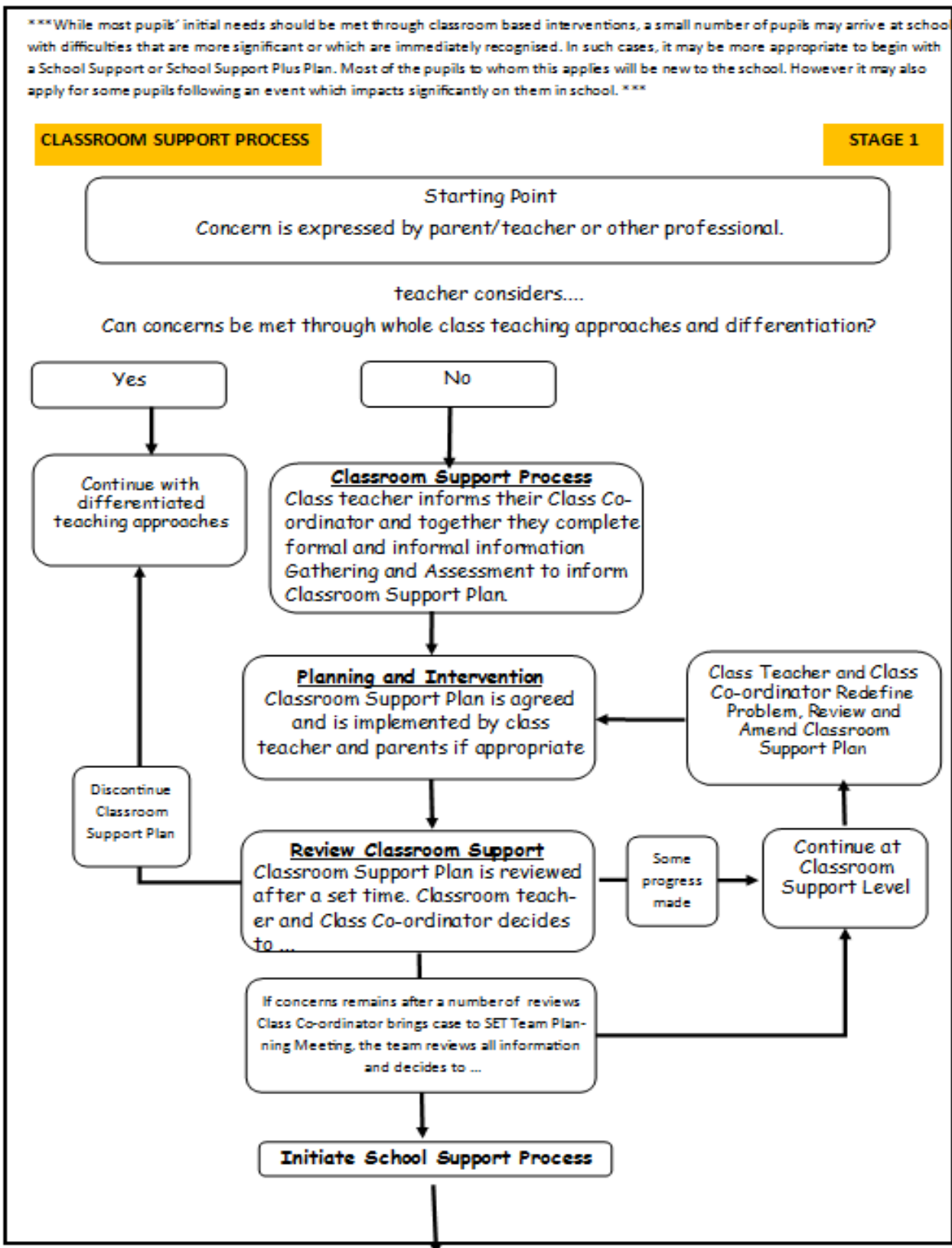
In some cases, interventions at classroom support level are not enough to fully meet the pupil's special educational needs. School Support may, therefore, be required. The class teacher needs to involve the Special Education Teacher Team (SET Team) in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a School Support Plan.

STAGE 3 SCHOOL SUPPORT PLUS

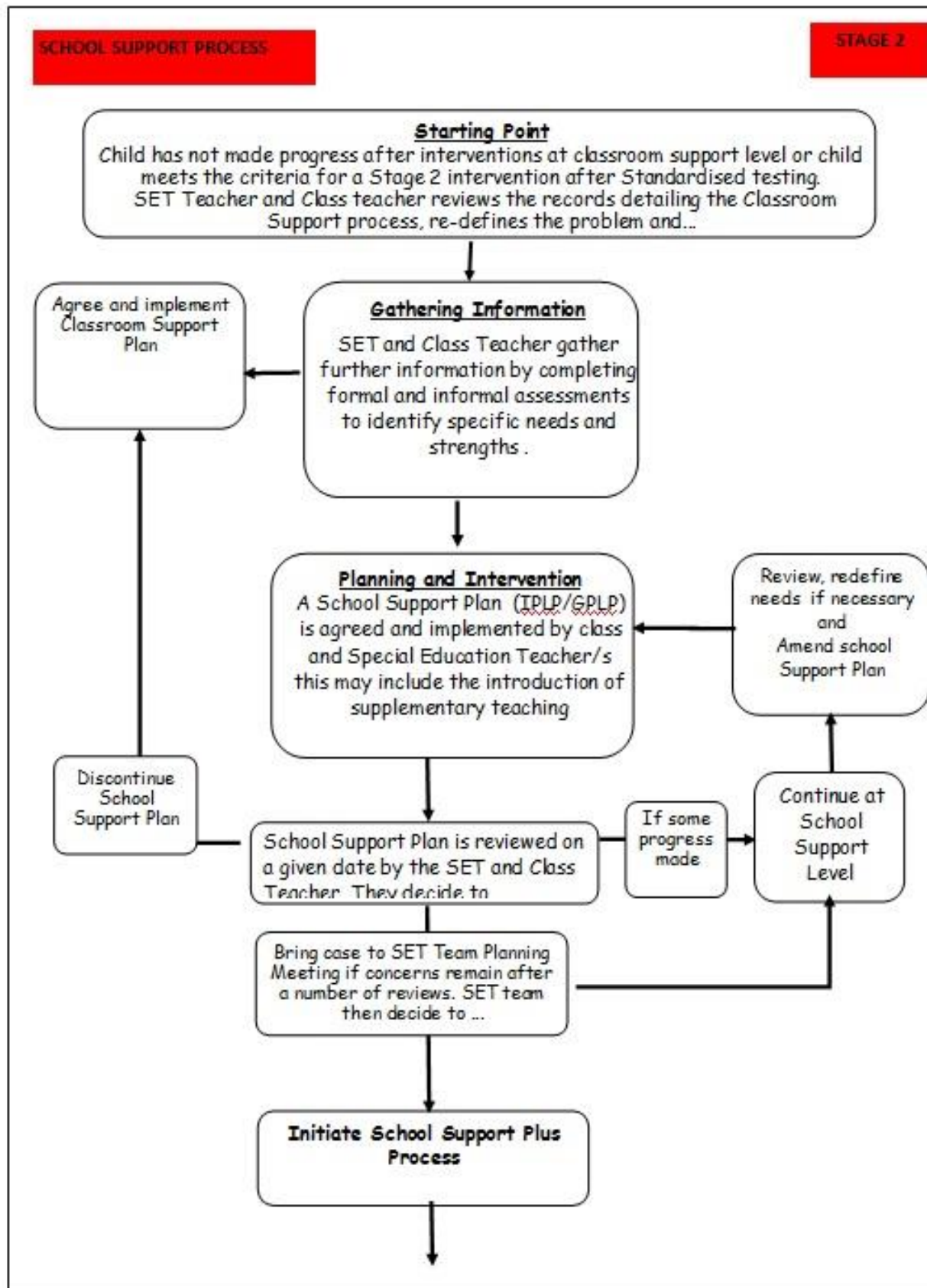
If a pupil's special educational needs are **severe and/or persistent**, they are likely to need intensive support. School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process. However, the information from Classroom and School Support work will provide the starting point for problem-solving at this level. Classroom support and school support will continue to be an important element of his/her individual education plan.

The flow diagrams below outline how we gather information to identify needs and support children with additional needs. A more comprehensive explanation of each stage can be in the Continuum of Support – Guidelines for teachers

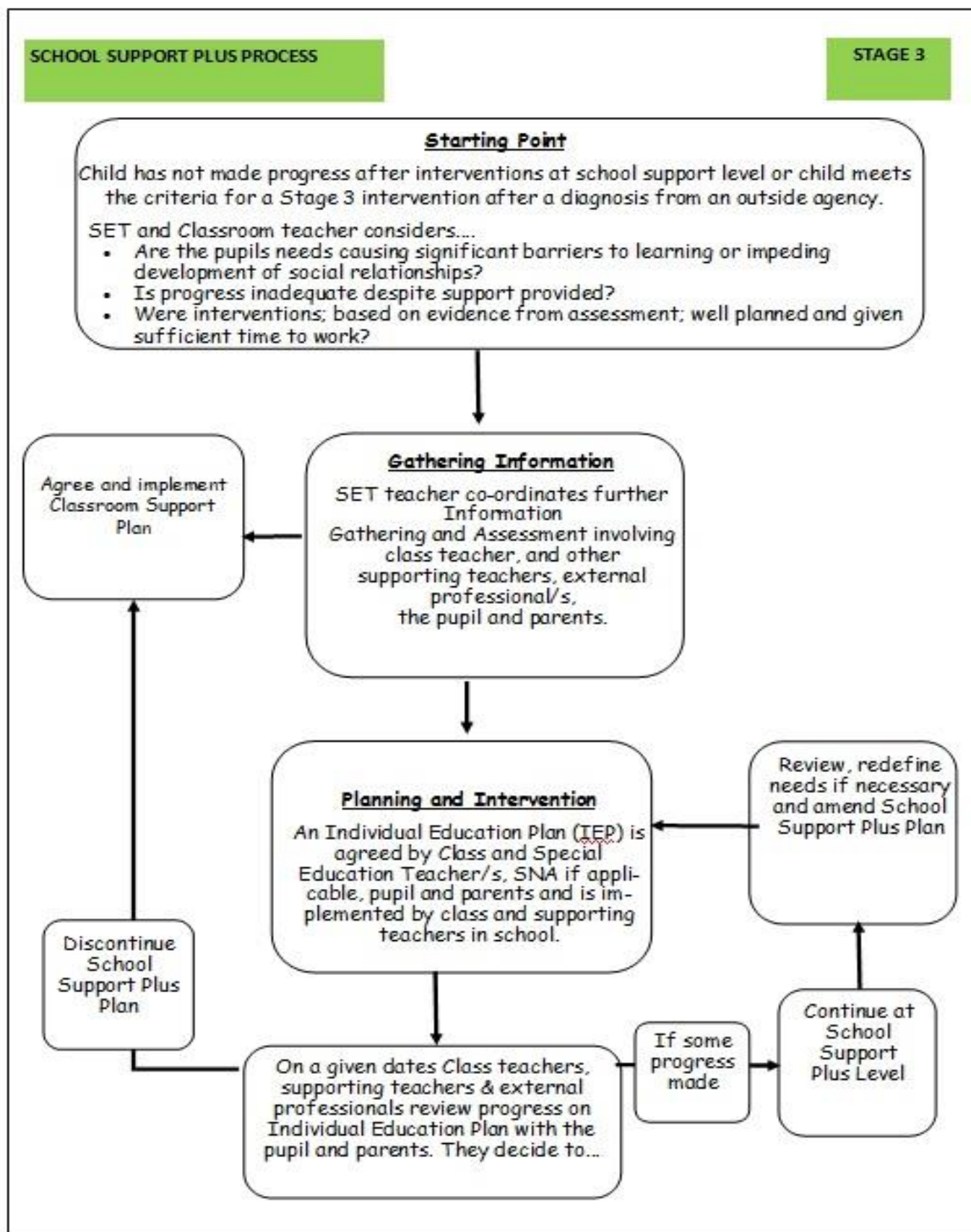
https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_guidelines.pdf



* adapted from NEPS Continuum of Support. For more detailed steps see page 32 - 35 of the continuum of support - Guidelines for teachers



* adapted from NEPS Continuum of Support. For more detailed steps see page 32 - 35 of the continuum of support - Guidelines for



How does Coláiste Phobal Ros Cré identify Students for high incident support/learning support

- Information from enrolment form indicating that students have received some learning support in the primary setting
- Information from primary school
- Students who have undergone individual professional assessment and have been diagnosed with a general learning difficulty and or a specific learning difficulty
- Concerns expressed by parents re their child
- Result of Standardised tests – the CAT test. This test is organised by the Guidance Department with the support and assistance of the LS/Resource Department.
- Results of NGRT carried out in September of First Year
- Students, from analysis of end of term tests, that are performing poorly – Examination Reports
- Students that are presenting as a concern because continuous displays of poor behaviour – Evidence –Teacher Concerns through Journal Entries and Referral Forms, Detention Record and Suspension, Year head Concerns.
- Students that are presenting as a concern because frequent unexplained absences – evidence -Roll Call and Sign-out book.
- Students that are presenting as a concern because of social or emotional problems – journal entries, referral forms, care team concerns, yearhead concerns

The range of teaching support will include Team Teaching, small group teaching and where necessary individualised teaching. – Circular 0070/2014

Identification of students for low-incidence support

Students who have undergone individualised professional assessment which has identified their area of special education need. The Categories of disability for which Low incidence resource teaching hours are provided to school are set out on the www.ncse.ie website. Access to this information is also clearly set out in Circular No 0070/2014. The following is a list of categories under which low incidence resource teaching hours may be applied for:

- Physical Disability
- Hearing Impairment
- Visual Impairment
- Emotional Disturbance and/or behaviour problems
- Moderate General Learning Disability
- Severe or Profound General Learning Disability
- Autism/Autistic Spectrum Disorder (ASD)
- Specific Speech and Language Disorder
- Pupils with Special Educational Needs Arising from an Assessed Syndrome
- Multiple Disabilities.

Applications for resources for pupils with special educational needs arising from low-incidence disabilities are made through the Special Educational Needs Organiser.

Managing this process within Coláiste Phobal Ros Cré

Some parents will start making contact with the school to discuss their child's transfer early on in the year of enrolment. Generally this contact will be made with the Principal, the Yearhead, the Guidance Counsellor or the SEN coordinator

All enrolment forms must be checked. The form is designed and has two sections that are very relevant to the collection of **necessary and appropriate information in order that the needs of students are met.**

* adapted from NEPS Continuum of Support. For more detailed steps see page 32 - 35 of the continuum of support - Guidelines for teachers

A meeting is set up with the parent/guardian of the identified students by the SEN coordinator

The purpose of this meeting is

- to make parents/guardians aware of the application to NCSE process for available supports
- to establish if parent/guardian wish to make an application to NCSE on their sons/daughters behalf
- to gather information – Background information -standard form
- to establish resources granted by NSCE to the student in primary school
- to gather any relevant documentation eg Educational Assessments, Speech and Language Reports, CAMHS literature, OT reports, Medical Reports
- Assess documentation submitted
- To establish if an application to NCSE is required
- To establish if a care plan is required
- To establish if further up to date information is required
- To establish if as a school the needs of the students can be met

Request that parent/guardian source relevant up to date documentation required to establish eligibility to SEN supports as defined by NCSE

With parent/guardian permission liaise with primary school

Fill out NCSE application form. Discuss the application with the parent and get them to sign form and principal to sign form and send to NCSE for consideration

Submit with documentation made available by parents

Store all documentation securely

Transition Meetings

Transition meeting will be arranged for a number of students who are transferring. The students requiring a transition meeting will be identified in consultation with parent, primary school staff, external agencies and the SENO.

Generally these are held in May/June. The purpose of these meetings is to share information. Generally the discussion will focus on

- Nature of SEN
- Supports availed of in primary school
- Support required to assist the student at second level
- Strategies that work well
- Jobs that need to be done – documentation that needs to be followed up etc
- Create a road map for the way forward

It is hoped where possible that the meeting will be attended by

- Parents/Guardians
- representatives of the primary school (possibly principal, sixth class teacher, LS/resource teacher) will attend.
- the SENO
- representatives of our school (possibly principal, Year Head for first years, care team member, LS/Resource teacher)
- External agencies working with the students – CAMHS representative, OT, VTVI, VTHI, Family Support Worker, Social Worker

Curriculum Review of a Student

From time to time the curriculum that a student is following may need to be reviewed in light of a request made or concerns raised. This review may lead to a modified curriculum.

These concerns/requests can emanate from a number of places

- A request from the LS/Resource Teacher
- Student is struggling academically as evidenced by class test and end of term exams.
- A request made by class teacher
- Poor Academic performance and repeated poor performance is impacting on wellbeing –behaviour, attendance, difficult to get to school, refusal to come to school
- Standardised test present a profile that indicates a low level of ability
- A recommendation from an external agency – CAMHS, VT service, NEPS
- A request from an external agency
- A request from parent/guardian
- A request from the student
- A student who is becoming overwhelmed and is struggling to cope with the challenges that the curriculum have presented
- Other Strategies employed have made little impact on performance
- A student that has experienced significant trauma and as part of a reintegration plan may require a modified curriculum.
- To create a necessary access point for resource support

Protocol for Decision on modification of Curriculum

- Gather/Assemble relevant information/documentation
- It is important that the proposed modified curriculum can be supported through available resources.
- Set up a meeting with school management, Year Head, Parents, Guidance Counsellor, SEN Co-ordinator to discuss curriculum of Student
- Curriculum modification may have implications for access to programmes and career paths. It is therefore very important that parents are made aware of all the implications of the changes discussed. The Guidance Counsellor is best placed to provide information re the implications of any curriculum modification.
- It is very important that the student is consulted with and afforded the opportunity to have an input into their revised curriculum. Parents and the guidance counsellor have a role here.
- The parent is the person who must make the final decision and sign off on the new agreed modified curriculum.

Process for Prioritise NEPs involvement

Determining the list of possible candidates

- Standardised test result – CAT tests and GRT
- Attendance Concerns
- Recommendations made by resource and learning support teachers
- External Agencies involved with the student may request a NEPS Assessment
- Parent may wish to have their child assessed
- Repeated poor performance in class/subject tests
- Behaviour concerns – behaviour is such that it is causing significant disruption to the learning environment
- Emotional concerns – concerns for the student wellbeing
- Concerns expressed by year head
- Strategies employed thus far do not appear to be working
- Student has a range of diverse needs that the school is finding it difficult to cope
- Placement concerns
- Irish Exemption
- A need for increased resources to support the student in the mainstream setting ie RTH, SNA, AT
- DARE applications
- RASE application

Other NEPS involvement

- Advice on Positive Mental Health Programmes
- Critical Incident Support
- Policy Advice

The range of teaching support will include Team Teaching, small group teaching and where necessary individualised teaching. – Circular 0070/2014

Student Support – Emotional Behavioural Disturbance

A number of student within the school system required support arising out of emotional behavioural needs. These needs can be very complex and challenging for both the student and for the school to cope with. The school care team works with many vulnerable students as does the Guidance Counsellor. Some of these students are engaged with external agencies, some are not. As part of the LS/ resource hours allocation it was decided to utilise some of these hours to employ a persons with counselling skill to support students within the school who have a diagnosed Emotional Behavioural Disorder and those within the school who are presenting with emerging needs in this area. By supporting these students with this intervention, the knock on effect is that students and staff member also feel supported.

How does the system work?

The Year Head or SEN Coordinator makes contact with the parents/guardians to seek permission for the student to access the service. The parent consults with the student. The parent must give permission for the student to avail of the support. The student must be willing to engage. A form is completed.

Priority of access is given to students who

- have a diagnosed EBD.
- Are presenting with emotional behaviour difficulties within the school system
- Students that have experienced trauma, bereavement, illness and require support
- Despite efforts and strategies employed within the system continue to present challenges
- staff within the school have concerns for

Focus of the Intervention

- Provide a forum for the student to discuss issues of concern to them
- Provide an opportunity to reflect on behaviour and emotional display
- Seek to set goal to work on
- To work towards improvement
- To consult with parent
- To link with external agencies if required

The level of access is dependent on the level of need. Some students may need weekly appointment, some 2 appointments a week, some once a month. This is dependent on the level of need at various times. The service needs a level of flexibility. The support worker and student will together will decide on the level required.

The student support person represents theses students at the Care Team Meeting held on Fridays in the school.

Wellbeing Programs

<https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/FRIENDS-Programmes.pdf>

As part of the support receive from NEPS the Friends for Life programme was successfully piloted with a first year class group in the academic year 15/16. Two members of staff were trained to deliver the programme. In the academic year 16/17, the programme is being delivered to all first year students. This ensures access for all first years to the programme.

In addition to the above, members of the SEN team are also trained in the Alert Program, a resilience based program teaching students how to self-regulate their emotions and manage their behaviours. Members of the SEN team are also trained in the Ways to Wellbeing Program

Transfer Programme

Some parents will start making contact with the school to discuss their child's transfer early on in the year of enrolment. This is to be encouraged. Generally this contact will be made with the Principal, the Yearhead, the Guidance Counsellor or the SEN coordinator

Open Night - It is important to have the SEN department represented and visible at this event.

Enrolment Night held on Monday night after open day. Generally SEN coordinator attends

- to assist with the provision of information
- to establish contact with parents.
- to assist with completion of enrolment forms
- to accept any professional reports that parent may wish to submitted
- to arrange an appointment with parents who may wish to do so

Individual Meetings with parents on request

Meetings with agencies – VTHI, VTVI, OT, Speech and Language, CAMHS

Identification of Students with SENs through enrolment form information

Meet with parents where SEN issues have been flagged by parents – through enrolment forms, contact with school, open night discussions, enrolment night discussions

Reasonable Accommodations in State Examinations

Identification of Students who may qualify for Reasonable Accommodations in State Examinations

The RACE Instruction for schools which covers all aspects of the RACE scheme is the definitive handbook on RACE. The previous circulars which underpinned the RACE scheme (Department of Education 40/94, 11/00, and 70/00 and SEC 24/12) are revoked and replaced by the information contained in the RACE Instruction for schools document. This document is available from www.examinations.ie in the circulars section. This document together with appropriate application forms is sent to school.

Key Features of the RACE Scheme

- ✓ Accommodations that were provided at Junior Cycle will be reactivated at Leaving Certificate subject to confirmation by the school authority of an identified and continuing need.
- ✓ The category of 'Specific leaning Difficulty' has been broadened to a new category known as 'Learning difficulty'. Eligibility should be accessed based on level of need, without a requirement for a diagnosis of a specific condition.
- ✓ The role of NEPS has changed. They are no longer involved in considering applications instead their role is to provide support and training to schools on the RACE scheme.

There are a number of grounds under which an application for Reasonable Accommodations may be applied for:

Learning Difficulty. The following are some of the accommodation that may be applied for in this category.

- Access to a Reader
- Reading assistant to read occasional words or phrases
- Waiver from the assessment of spelling, grammar and punctuation in the language subjects
- Exam reading pen to scan text and convert it to speech
- Use of Tape Recorder or Word Processor

- Access to a scribe

Hearing Difficulty

- Special Centre for Aural Examination
- Modified Aural Examination
- Personal Stereo in Main Centre for Aural Examination
- Exemption from Aural component of music examinations
- Exemption from the aural examination, if modified aural is not appropriate.

Visual Difficulty

- Enlarged Examination Papers to A3 size
- Braille Version of Examination Papers
- Individual reader
- Modified Version of Examination Papers
- Reading assistant
- Exam reading pen
- Word processor or reading device
- Colour identifier in Geography
- Low vision aids, magnifiers, reading lamps.

Physical Difficulty

- Use of a Tape Recorder
- Use of a Word Processor
- Access to a Scribe
- Helper in Practical Subjects
- Exemptions from Practical Test in Home Economics
- Exemption from Project in Home Economics
- There are clear criteria that the candidate must meet in order to be eligible for these accommodations.

How is this managed within Coláiste Phobal Ros Cré

The challenge is to identify all students who because of a temporary, permanent or long-term disability have special assessment needs in examinations.

Identification of Eligible Students (*reasonable accommodations co-ordinator*)

- An analysis of Standard Tests – CAT, GRT, NGRT, WRAT, WIAT III, Reading fluency and sample of Handwriting

- An analysis of Educational Assessments. A recommendation alone cannot be taken as automatic qualification. **All criteria set out by the state examinations commission must be met before accommodations will be granted.**
- Occupational Therapist Report – report and recommendation
- Visiting Teacher for the Visual Impaired – Report and Recommendations
- Visiting Teacher for the Hearing Impaired – Report and Recommendations
- Medical Report – report and recommendations
- Other – trauma, bereavement, illness
- Emergency
- Identification by LS/Resource teachers
- Identification by class teachers/language teachers/year heads

The Reasonable Accommodations Coordinator and the SEN Coordinator assemble all relevant reports.

The Reasonable Accommodations Coordinator requests class teacher and year heads to indicate students they perceive may meet criteria for accommodations.

Sometimes it is clear from the existing documentation that the student meets criteria.

The students view re accommodations needs to be ascertained

The parents view re accommodations for their son/daughter needs to be ascertained. Do they wish to apply for reasonable accommodations on their son's/daughter's behalf?

The resource team under the direction of the Reasonable Accommodations Coordinator carries out any testing that may be required. This testing is completed at various stages during the year. Junior certificate reasonable accommodations are applied for in the December of their Junior Certificate Year. Leaving certificate are applied for in October of their leaving certificate year.

Sometimes even after this process there remains uncertainty around eligibility, it may be necessary for the Reasonable Accommodations Coordinator to consult with the SEC for clarification and assistance.

Forms are completed by the reasonable accommodations coordinator and signed by the principal. The reasonable accommodations coordinator then discusses the form with the student and parent and gets the Parent/Guardian and/or Candidate to sign it.

The school is notified of the outcome of the application process within a specified period of time. The Principal alerts the Reasonable Accommodations Coordinator and the examination secretary to the outcome of the process. The examinations secretary works to ensure that the relevant accommodations are facilitate during the state examinations.

The Reasonable Accommodations Coordinator notifies students and Parents of the outcome.

The Reasonable Accommodations Coordinator notifies SEN co-ordinator and LS/Resource teachers, language teachers and year heads of the outcome. This is to facilitate the practise of doing examinations with the accommodations.

It is desirable that students be afforded the opportunity to practice doing examinations with the accommodations. This may not always be possible given the level of resources required. But where possible every effort will be made to facilitate the student completed one/two of their mock examinations with the accommodations granted to them. This is provided the SEC has returned documentation supporting the accommodation granted. The SEN coordinator with the Reasonable Accommodations Coordinator and the examinations secretary in consultation, evaluates this situation with the principal and the deputy principal.

Irish Exemption

Circular 0053/2019

This circular governs the rules under which an Irish Exemption can be granted. This procedure should be read in conjunction with Circular Letter 0053/2019 and Exemptions from the Study of Irish: Guidelines for Post-Primary Schools (English – Medium) issued 28th August 2019.

Circular States;

3.1 The grounds for making an application for exemption from the study of Irish

Section 2.2 of Circular 0053/2019 sets out the exceptional circumstances in which consideration may be given to granting a student an exemption from the study of Irish:

- a) students whose **education up to 12 years of age (or up to the final year of their primary education) was received outside the state** and where they did not have opportunity to engage in the study of Irish
- b) students who were previously enrolled as recognised students in a primary or post-primary school who are being re-enrolled after a period spent abroad, provided that at least **three consecutive years have elapsed since the previous enrolment in the State and are at least 12 years of age on re-enrolment**
- c) students who

i. present with significant learning difficulties that are persistent, despite having had access to a differentiated approach to language and literacy learning in both Irish and English over time. Documentary evidence to this effect, held by the school should include Student Support Plans detailing

- regular reviews of learning needs as part of an ongoing cycle of assessment
- target-setting
- evidence-informed intervention and review, including test scores (word reading, reading comprehension, spelling, other scores of language/literacy) at key points of review.

and

*ii. at the time of the application for exemption present with a Standardised Score on a discrete test in either **Word Reading, Reading Comprehension or Spelling at/below the 10th percentile.***

A student must study Irish, unless they have been granted an official Irish Exemption

Students enrolling in Coláiste Phobal Ros Cré may already have been granted an official Department of Education Irish exemption in another setting. In this case, the official Irish Exemption Certificate must be submitted to the school authorities with the enrolment form.

Where a student is applying for an Irish exemption, the following is the procedure to be followed:

- Establish the grounds on which the Irish exemption is being sought – as per circular 0053/2019

- The parent/guardian must make a written application to the Principal seeking an exemption from the study of Irish. Parents/guardians must complete Application for Exemption from the Study of Irish Post-Primary Schools (Appendix 2, pg 11 Exemptions from the Study of Irish: Guidelines for Post-Primary Schools (English – Medium) This must contain the grounds under which the exemption is being sought. It must also be accompanied by any relevant documents (eg educational assessment, evidence of age and previous schooling) necessary to provide evidence of eligibility for exemption under the ground applied for.
- The Principal passes this application to the Irish Exemption Coordinator.
- The school must satisfy themselves as to the documentary evidence presented. (*Irish Exemption Co-ordinator*)
- The parent/guardians meet with the Guidance Counsellor. This meeting is to discuss the possible implications of gaining an exemption from the study of Irish on progression to third level instructions and career plans. (*Guidance Counsellor*)
- If at this stage the parent/guardian wish to proceed with the exemption, the Irish Exemption Co-ordinator, completes the certificate (Appendix 5: Certificate of Exemption From the Study of Irish, pg 19 Exemptions from the Study of Irish: Guidelines for Post-Primary Schools (English – Medium) adhering to the Department of Education guidelines as per circular 0053/2019. The student and parent/guardian must sign to verify the implications of exemption from the study of Irish. This Certificate is then signed by the Principal.
- Checklists for processing applications must be completed by the Principal.
- *A copy of the Irish Exemption certificate is issued to parents/guardians.*
- The application plus all relevant supporting documentation together with a copy of the certificate of exemption is retained by the school and will be made available for inspection by authorised officers of the Department.
- The Department must be notified of pupils who are exempted from the study of Irish.

Appeals Procedure

(pg 8, Section 3.4 Exemptions from the Study of Irish: Guidelines for Post-Primary Schools (English – Medium)

Circular States;

Where an application for an exemption from the study of Irish is refused, the parent(s)/guardian(s)/student, may appeal the school's decision not to grant an exemption to the Irish Exemptions Appeal Committee within 30 calendar days from the date on which the school's decision was notified in writing (Appendix 6). The appeal will be confined to a review of whether the school adhered to the guidelines for processing the application for exemption as set out in the Circular and these Guidelines.

This written appeal should contain the specific reason(s) why the decision is being appealed by the applicant and the circumstances in which it is considered that the process has not been correctly applied.

A parent/guardian/ student who is unhappy with the outcome of the appeal to the Irish Exemptions Appeal Committee will have recourse to the offices of the Ombudsman for Children if the student on whose behalf the application is made is under 18 years of age, or to the Ombudsman.

Circulars

Guidelines for Schools and New Allocation Model

Guidelines for Post-Primary Schools Supporting Students with Special Educational Needs in Mainstream Schools - <https://www.education.ie/en/The-Education-System/Special-Education/Guidelines-for-Post-Primary-Schools-Supporting-Students-with-Special-Educational-Needs-in-Mainstream-Schools.pdf>

Special Education Teaching Allocation Circular No 0014/2017 - https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0014_2017.pdf

Special Education Needs Circular 0070/2014 - Guidance for post-primary schools on the provision of resource teaching and learning support - http://www.sess.ie/sites/default/files/DES%20Circular_PP_0070_2014_0.pdf

Changing Schools Moving from Primary to Post-Primary School Guidelines for Parents/Guardians of Students with Special Educational Needs - <https://ncse.ie/wp-content/uploads/2016/01/3-NCSE-2016-Changing-Schools-final-web-27.01.16.pdf>

Guidelines on Moving between Mainstream and Special Settings - <https://ncse.ie/wp-content/uploads/2016/01/2-NCSE-2016-Changing-Schools-2-final-web-27.01.16.pdf>

Guidelines on Planning for Life after School <https://ncse.ie/wp-content/uploads/2016/01/4-NCSE-2016-Life-After-School-final-web-27.01.16.pdf>

SNA

Relevant Circulars:

http://www.sess.ie/sites/default/files/DES%20Circular_0030_2014.pdf

http://www.sess.ie/sites/default/files/Circular_SP_02_05.pdf

<http://www.sess.ie/sites/default/files/Circular%2007-02%20SNA%20applications%20&%20role.pdf>

NCSE provides a Quick Reference Guide to Care Needs - Circulars 07/02 and 02/05

They identify the following **Care Needs** that are consistent with the Department of Education and Skills (DES) circulars.

- Supervising medical needs, over and above what is reasonably expected under the school's duty of care.
- Assistance with dressing, feeding, toileting (catheterisation) and personal care.
- Significant mobility and/or access needs due to physical and/or sensory impairments.
- Assistance with accessing or using transport, when an escort is not in situ.
- Assistance for pupils with particularly significant difficulties over and above what a class teacher could be reasonably expected to provide e.g. setting up Assistive Technology.
- Dangerous behaviour to self (some detail will be required).
- Dangerous behaviour to others (some detail will be required).
- Significantly disruptive behaviour which is interfering with the learning of others.

Application for SNA support

- To assist with CARE NEEDS
- A report from a professional is required making a recommendation re SNA support. Identification of the care needs and details of how the SNA support would assist the student with those care needs.

- Where the primary reason for an SNA application relates to behavioural care needs, the application should be accompanied by the BCN1 form. In completing this report a significant amount of information is required and it will require input from class teachers, LS/Resource teachers, Year Head, student and parents. Evidence frequency and intensity of behavioural are required eg journal entries, referral forms, behavioural support forms.
- SNA Access is review on a regular basis. SNA support is provided as an interim measure to facilitate the student's attendance at school and minimise disruption to class or teaching time for the pupils concerned, or for their peers, and with a view to developing their independent living skills.
- A Schools Care Needs Profile Form A - is completed annually for students accessing SNA support and submitted to NCSE.
- A Schools Care Needs Profile Form B – is completed for all new application for SNA Support.
- Pupils for whom SNA support is being sought under behavioural care needs a BCN (Behavioural Care Needs Record) must also be submitted.
- The SENO will regularly carry out a review of SNA provision within the school. The SENO will arrange to visit the school, view those accessing SNA support within the classroom setting and in unstructured areas. Gather information re student care needs from SNAs, class teaching, LS/Resource teachers, Year Head and school management. Meet with the parents to discuss the care needs and the appropriateness and level of SNA access. Get the Students view of the support. Get up to date advice from professionals that are working with the student re existing care needs. The process is designed to establish the care needs of the student, identify the level of need that exists, identify how SNA support will be utilised to assist the student with that need and establish the level of access that is appropriate.

Assistive Technology

Relevant Circulars

Circular No 0010/2013

Scheme of grants towards the purchase of essential assistive technology equipment for pupils with physical or communicative disabilities

Where assistive technology is recommended on psychological report the Learning Support Coordinator on the instruction of parents may apply to NCSE through the SENO for funding for same. The Department set out clear guideline in the circular (included below) outlining the parameters that the recommendation must include.

Guidelines:

Professional assessments and documentation required

1. Supporting documentation must be submitted to the SENO when making the application. This should include a recent comprehensive and professional assessment of the nature and extent of disability, and details of the equipment most appropriate for the needs of the pupil. It may involve a psychological assessment, occupational therapy report, physiotherapy report and/or speech/language report.
2. Applications for equipment will be considered on the basis of the following criteria:
 - a. That the professional who assesses the child has made a recommendation that assistive technology is
 - b. essential for the effective education of the child, including illustrating how the equipment will be used. (An assessment indicating that equipment would be beneficial, desirable, useful or would achieve improvement in performance will not be sufficient since this could be true in the case of any child.)
 - c. Other than in respect of children in category A above, schools will be required to show that they have engaged in sustained efforts to meet the identified needs of the child through appropriate interventions eg teaching the necessary skills, putting in place appropriate accommodations (as evidenced in IEPs), including utilising the school's current information technology provision.
 - d. That the case is made or that evidence is supplied that demonstrates that the child will need the recommended equipment throughout the school day. (Some children may, for example, require the use of a computer only for a short period during the day – such a requirement should be met from within the IT resources already available within the school.)
 - e. That it is clear that the existing equipment in the school is insufficient to meet the child's needs without unduly depriving other children of access to the equipment.
3. When grant aid is approved the Learning Support Coordinator sources and orders the equipment which is then used by the pupil in consultation with the resource teacher.

SPECIAL EDUCATION NEEDS GLOSSARY OF TERMS

1. **ADHD:** Attention Deficit Hyperactivity Disorder:
2. **ADD:** Attention Deficit Disorder:
3. **Age appropriate:** Within the child's chronological age
4. **Age Norms:** The average performance of an individual in various age groups
5. **ASD:** Autism Spectrum Disorder:
6. **Bell Curve** is the theoretical normal distribution
7. **BESD:** Behaviour Emotional and Social Difficulties.
8. **DEIS:** Delivering Equality of Opportunity in Schools
9. **DES:** Department of Education and Science
10. **Disability Codes**

No	Category of Special Educational Need	Incidence
1	Physical Disability	Low
2	Hearing Impairment	Low
3	Visual Impairment	Low
4	Emotional Disturbance	Low
5	Severe Emotional Disturbance	Low
6	Borderline Mild General Learning Disability	High
7	Mild General Learning Disability	High
8	Moderate General Learning Disability	Low
9	Severe/Profound General Learning Disability	Low
10	Autism/Autistic Spectrum Disorders	Low
11	Specific Learning Disability	High
12	Assessed Syndrome	Low
13	Specific Speech and Language Disorder	Low
14	Multiple Disabilities	Low

11. **Dyscalculia:** A learning disability affecting mathematical ability
12. **Dysgraphia** is a specific learning disability that affects written expression.
13. **Dyslexia:** Learning disability affecting reading ability.

14. **Dysorthographia** is a learning disability that causes chronic issues with spelling and/or writing.
15. **Dyspraxia**: Impairment or immaturity in the organisation of movement
16. **Dysphasia**: language disorder marked by deficiency in the generation of speech, and sometimes also in its comprehension, due to brain disease or damage.
17. **EBD**: Emotional Disturbance and/or Behavioural problems: Having a long standing, severe condition that adversely affects personal adjustment, social relationships and learning
18. **EPSEN**: Education for Persons with Special Educational Needs (EPSEN Act)
19. **Fine motor**: Hand and finger small muscle movement, co-ordination and control.
20. **General Learning Disabilities**: Conditions resulting in significantly sub-average intelligence, ranging in severity from Borderline, Mild, Moderate, Severe and Profound levels. (Full Scale IQ Scores)

Borderline (Circular 08/02 App. II)

• 70 – 79	Borderline
• 50–69	Mild
• 35 – 50	Moderate
• 20–35	Severe
• < 20	Profound

21. **Gross Motor**: Co-ordinated movements of all body parts including the arms and legs
22. **Individual Education Plan**: An Individual Education Plan (IEP)
23. **L2LPs**: Level 2 Learning Programs are for Junior Cycle students.
24. **Multiple Disabilities**: Two or more special education conditions occurring in the same person at the same time
25. **NCSE**: The National Council for Special Education
26. **NBSS**: National Behaviour Support Service – now merged with the NCSE
27. **NCCA**: National Council for Curriculum and Assessment
28. **Physical Disabilities**: Having a condition which impairs the normal development of muscle activities e.g. cerebral palsy, spina bifida, loss of limbs; a category of special education
29. **SID**: Sensory Integration Disorder
30. **SPD**: Sensory Processing Disorder

31. **SMD:** Sensory Modulation Disorder
32. **Sensory Impairments:** Sensory impairment is when one of your senses; sight, hearing, smell, touch, taste and spatial awareness does not function to full capacity.
33. **Specific Learning Disability:** A child with average or above average potential has difficulty learning in one or more areas and exhibits a severe discrepancy between their ability and achievement
34. **SEN:** Special Educational Needs
35. **SENO:** The Special Educational Needs Organiser
36. **SET:** Special Education Teacher/ Special Education Team
37. **SLD:** Speech and Language Disorders:
38. **SESS:** Special Education Support Service
39. **SNA:** Special Needs Assistant
40. **Inclass Support:** Team Teaching - Within the classroom, certain teaching strategies have been identified as helpful to the inclusion of students with special educational needs where more than one teacher is involved in the lesson. Examples include:
 - One Teach – One Drift
 - Parallel Teaching
 - Team Teaching
 - Station Teaching
 - Alternative Teaching

54. **WISC:** Wechsler Intelligence Scale for Children
 - **Verbal Scale IQ** - Verbal IQ is a measure of an individual's overall verbal intellectual abilities. The Verbal IQ score is a measure of acquired knowledge, verbal reasoning, and attention to verbal materials.

 - **Performance Scale IQ** - Performance IQ is a score designed to provide a measure of an individual's overall visuospatial intellectual abilities. The Performance IQ is a measure of fluid reasoning, spatial processing, attentiveness to details, and visual-motor integration.

 - **Full Scale IQ (Composite score)** - The Full Scale IQ is a score designed to provide a measure of an individual's overall level of general cognitive and intellectual functioning. It is a summary score derived from an individual's performance on a variety of tasks that measure acquired knowledge, verbal reasoning, attention to verbal materials, fluid reasoning, spatial processing, attentiveness to details, and visual-motor integration.

FUTURE OBJECTIVES

1. To continue raising teacher consciousness of students' need for learning support and resource teaching
2. To regularly review forms for recording information eg profile forms etc
3. To empower teachers, through professional development opportunities and regular assistance from the Learning Support Staff, NEPS or other relevant professionals, to meet the needs of the great diversity of pupils with special educational needs found in our mixed ability, mainstream classes
4. To review the communication channels available to inform staff members of the increasingly diverse range of pupils with special educational needs who join our school community
5. To encourage all teachers involved in the provision of resource teaching to participate in professional development in this area
6. To research and purchase relevant academic works which explain the details of specific and general learning difficulties and the impact these have on a pupils learning. These resources are to be available to all teachers and parents on request
7. To further engage the participation and support of parents in the learning process
8. To use Transition Year as a vehicle for the development of giftedness or special abilities
9. To keep students and parents informed of the opportunities available in the Centre for Talented Youth at DCU
10. To continue developing a whole school literacy promotion aimed at increasing literacy levels throughout the school
11. To further strengthen links with the National Educational Psychological Service and other support professionals or agencies to support the school community
12. To devise a coherent strategy to maximise the support offered by Special Needs Assistants
13. To develop the IT provision in the school as an effective tool for learning support
14. To empower pupils with Special Educational Needs to voice their own concerns and be proactive, working with the school to address these concerns
15. To review the adequate provision of SEN information to all teachers in line with GDPR guidelines
16. To utilise VsWare system effectively in disseminating appropriate information
17. To review how best to share targets for SEN students with mainstream teachers